

Adult Education and Literacy

WIOA Implementation Review

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**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**

PROSPERITY THROUGH EDUCATION

WIOA Implementation Review

Preface

BACKGROUND

On July 22, 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law by President Barack Obama. With its enactment, the United States Department of Labor (USDOL) Employment and Training Administration (ETA) has a renewed opportunity to articulate its vision for a demand-driven public workforce development system, redefine the interactions between USDOL and its Federal partners and modernize service delivery through the alignment and integration of programs and data systems.

In the midst of 2016, the Iowa Department of Education (IDOE) as recipient of WIOA Title II funds is required to fulfill its duty to monitor grantees while WIOA provisions begin to take effect. As of July 1, 2016, few provisions have taken effect and the final rule has only recently been published. It is out of this unique situation that IDOE has modified the national WIOA Implementation Guide¹ to be used for local program review.

The purpose of this review is to 1) assess grantee risk of non-compliance with WIOA provisions that are currently in place, 2) identify areas at risk of non-compliance with the WIOA statute provisions yet to take effect and 3) provide technical assistance (TA) that both strengthens demonstrated areas of weakness and highlights innovation and noted practices for other grantees.

HOW THE REVIEW IS ORGANIZED

The review outlines four key *implementation focuses* to serve as the lens with which we assess the workforce development system of each local program. Those focus areas are: governance, partnerships, one-stop operations, and adult education and literacy activities. Each focus area represents a component of the statute that has changed significantly from the Workforce Investment Act of 1998 (WIA) and represents both the greatest risk and the greatest opportunity for success.

Focus areas are further broken down into *core components*. Core components are modules within a collective that define the focus area. They represent the requirements or expectations outlined in the statute for each of the four focus areas. Each core component has a *summary of indicators*. Table 1 provides a summary of the indicators that will be used in this guide. Indicators are intended to frame the reviewers' comments concerning local area progress toward implementing the core component. They are not intended to be used as a formal rating. The non-compliance indicator only pertains to those provisions of WIOA that have already taken effect at the time of assessment.

Table 1

<i>Summary of Indicators</i>	
Risk	
1.	Implemented
2.	Elements in plan are being completed
3.	Plan of action created
4.	No plan of action
5.	Non-compliant

Each section begins with general instructions relevant to the implementation focus. The first page of each core component outlines pertinent citations followed by a series of questions to determine progress in implementation. The reviewer is provided with a list of resources to utilize in the acquisition of information.

In the interest of information gathering and TA, space is provided at the end of each core component to capture planning activities for core components not required by WIOA at the time of review. This review focuses, primarily, on programmatic issues.

USE OF THE REVIEW ON-SITE

Monitoring will happen for each local program at a different stage of WIOA implementation. Local areas will also differ in their progress made in specific areas. While some compliance matters are defined by date, many functions are multi-year and do not have a specific timetable. While using this review, always consider the goals of implementation as four fold:

1. to determine whether a local program is compliant with WIOA provisions now in effect;
2. to assess whether a local area is on track to meet future deadlines;
3. to identify the need for and provide technical assistance; and
4. to record examples of noted practices that can be shared.

Reviewer Guidance. Each core component comes with guidance for determining whether the indicator is present and will often contain sources of information you may wish to review. There are leading questions listed to be used as a means to determine evidence of practice. Questions may be expanded upon to fully assess the grantee's progress.

With regard to core partners, the review includes a number of questions related to partnership, collaboration and shared governance. Reviewers are encouraged to communicate feedback from the review with the local and state partners. Depending on the nature of the planned visit, reviewers may want to include the local partners' lead in part of the review, including: the initial onsite meeting (remotely or in person), during any part of the local area visit, and/or the close-out meeting with grantee (remotely or in person).

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Implementation Focus 1

Governance

Implementation Focus 1 addresses design and governance principles that guide and support the improvement of “job and career options for our nation’s workers and jobseekers through integrated, job-driven public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work.

This revitalized workforce system will be characterized by three critical hallmarks of excellence:

- ✓ The needs of business and workers drive workforce solutions;
- ✓ One-Stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers and focus on continuous improvement; and
- ✓ The workforce system supports strong regional economies and plays an active role in community and workforce development.”¹

Core Component 1.1: Local Area Governance

“The Local Board represents a wide variety of individuals, businesses and organizations throughout the local area. The Local Board serves as a strategic convener to promote and broker effective relationships between chief local elected officials and economic, education and workforce partners throughout the local area. The Local Board is responsible for developing a strategy to continuously improve and strengthen the workforce development system through innovation in, and alignment and improvement of employment, training and education programs to promote economic growth. Local Board members must actively participate and collaborate closely with the required and other partners of the workforce development system, including public and private organizations. This is crucial to the Local Board’s role to integrate and align a more effective, job-driven workforce development system.”²

Summary of Indicators

Risk	
1.	Implemented
2.	Elements in plan are being completed
3.	Plan of action created
4.	No plan of action
5.	Non-compliant

Citation: WIOA Section 107(b)	Comment
Does the RWDB meet the quantitative representation requirements?	
Resource: RWDB Membership Calculation Chart and checklist	

¹ Training and Employment Guidance Letter (TEGL) No. 19-14 Vision for the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act p. 2

² TEGL 27-14, p. 8

Citation: WIOA Section 107(b)	Comment
Do the representatives on the RWDB meet the requirements of their categories?	
Is there evidence that Business members are either : (1) owners or chief executive officers of a business or organization, or are executives in a business or organization with optimum policymaking or hiring authority (WIOA), and (2) Represent businesses, or organizations that, at a minimum, provide employment and training opportunities that include high quality, work-relevant training and development in in-demand industry sectors or occupations in the local area	
Do all other representatives of organizations also have optimum policy making authority within their organizations, agencies or other entities as required by WIOA Section 107(b)(2)(5), and do they represent diverse geographic areas within the local area?	
Is there evidence of a nomination process where: (1) representatives of business have been nominated by State business organizations and business-made associations ; and (2) representatives of labor have been nominated by State labor federations	
If there is more than one organization providing adult education and literacy services, or more than one community college in the area, were the representative appointed from nominations?	

Citation: WIOA Section 107(b)(3)	Comment
Was the Chair selected by RWDB members from among the business majority?	

Citation: WIOA Section 107(b)(4)	Comment
Has the RWDB established any standing committees?	
If the RWDB established a standing committee, is that committee: (1) Chaired by a member of the RWDB, and (2) Inclusive of other individuals appointed by the local board who are not members of the local board and who the local board determines have appropriate experience and expertise?	

Citation: WIOA Section 107(e), (f) and (h)	Comment
Is there a policy that ensures the local board meets the transparency requirements established by the Sunshine provision to provide the following information: (1) local plan prior to submission; (2) membership; (2) the designation and certification of one-stop operators; (3) the award of grants or contracts to eligible providers of youth workforce investment activities; and upon request (4) minutes of formal local board meetings.	
If the RWDB hires, or plans to hire staff, is there a formal policy or procedure that established objective personnel qualifications for the director position	

Citation: WIOA Section 107(e), (f) and (h)	Comment
that ensures that the individual selected has the requisite knowledge, skills, and abilities, to meet identified benchmarks and to assist in effectively carrying out the functions of the local board?	
Does the RWDB have a conflict of interest policy that meets the requirements that board members not: <ul style="list-style-type: none"> (1) vote on a matter under consideration by the State board regarding the provision of services by such member or by an entity that such member represents (2) that that would provide direct financial benefit to such member or the immediate family of such member; or (3) engage in any other activity determined by the Governor to constitute a conflict of interest as specified in the state plan. 	

Citation: WIOA Section 107(c)(1)	Comment
If the local area has multiple units of local government, is there an agreement among chief local elected officials (CLEOs) that specifies their respective roles regarding appointments of RWDB members and any other responsibilities assigned to CLEOs under WIOA?	

Citation: WIOA Section 107(d)(1 & 2) Local Plan	Comment
Has the RWDB submitted a local plan?	
If a plan has been submitted, does the plan include regional labor market analysis?	

Citation: WIOA Section 107(d)(3) Convening, Brokering and Leveraging WDS Stakeholders	Comment
Has the RWDB identified non-federal resources to leverage support for workforce development activities in its local area?	

Citation: WIOA Section 107(d)(10)	Comment
Has the RWDB begun the competitive process for the selection of a one-stop operator?	
In the event that a provider was contracted on a sole-source basis, how did the RWDB determine that there were insufficient eligible providers for grants/contracts to be awarded on a competitive basis?	

Citation: WIOA Section 107(d)(13)	Comment
Does the RWDB annually assess the physical and programmatic accessibility of all one-stop centers in accordance with the applicable provisions of the Americans with Disabilities Act of 1990 and WIOA Section 188?	

Planning Notes

Planning Notes
Core Component 1.2: Memorandum of Understanding (MOU)

Citation: WIOA Section 107(d)(11)	Comment
<p>Is there evidence the RWDB has coordinated activities with education and training providers in the local area, including providers of workforce investment activities, providers of adult education and literacy activities under Title II, providers of career and technical education and local agencies administering vocational rehabilitation services, by:</p> <ol style="list-style-type: none"> (1) reviewing the applications to provide adult education and literacy activities for the local area to determine whether they are consistent with the local plan; and making recommendations to the eligible agency to promote alignment with such plan; and (2) replicating and implementing cooperative agreements with the local agencies administering vocational rehabilitation plans, with respect to efforts that will enhance the provision of services to individuals with disabilities and other individuals (examples: cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers) 	

Citation: WIOA Section 121(a)(1)	Comment
Has the local area, consistent with the state plan and with the agreement of the local chief elected official, developed and entered into an MOU with one-stop partners, concerning the operation of the one-stop delivery system in the local area?	
Are all required MOUs in place and signed?	
<p>Does the MOU include all of the required partners (listed below)?</p> <ul style="list-style-type: none"> • WIOA • Wagner-Peyser; • Adult Basic Education; • Vocational Rehabilitation; • SSCEP; • Carl D. Perkins; • Trade; • activities authorized under chapter 41 of title 38, United States Code; • Community Services Block Grant Act; • Department of Housing and Urban Development; • unemployment compensation; • Second Chance Act; and • Social Security Act. 	

Citation: WIOA Section 121(c)(2)(A)(i)	Comment
Does the MOU describe the services to be provided through the one-stop delivery system consistent with the requirements of this section, including the manner in which the services will be coordinated and delivered through such system?	
Does the MOU describe how the costs of services and the operating costs of the system will be funded?	
Does the MOU describe methods of referral of individuals between the one-stop operator and the one-stop partners for appropriate services and activities?	
Does the MOU describe the duration of the memorandum of understanding and the procedures for amending it?	
Are there assurances that the MOU be reviewed not less than once every 3-year period to ensure appropriate funding and delivery of services?	

Citation: WIOA Section 121(h)(1)(A)(i)	Comment
Is the funding design for the infrastructure costs of the one-stop centers described in the MOU?	
What is the process or procedure established to bring one-stop partners, the local board and local CEO together to discuss and agree upon shared infrastructure costs of the one-stop centers? Is this done on an annual basis or, if an agreement is reached, are the cost calculations carried over from one PY to the next?	
Did the local board, local CEO and one-stop partners come to an agreement regarding the shared infrastructure costs of the one-stop center(s) for this PY?	

Citation: WIOA Section 121(i)	Comment
Does the MOU or cost sharing agreement include a provision for the additional costs relating to the operation of the one-stop delivery system that are not paid from the funds provided for shared infrastructure costs? (examples: provision of career services such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs and referrals to other one-stop partners)	
Is the method for determining each partner agency's share of the above additional costs, including career services costs, defined in the MOU?	

Planning Notes

Planning Notes
Core Component 1.3: Monitoring and Oversight

Citation: WIOA Section 102(b)(2)(E)(v), Section 134(a)(2)(B)(iv) & Section 184(a)(4)	Comment
Does the local adult education program have a policy in place for the monitoring of adult education activities?	
Does the program have a current plan in place to monitor activities during this PY?	
Does the program have a monitoring tool?	

Planning Notes

Core Component 1.4: Sector Strategies and Industry Partnerships

The needs of businesses and workers drive workforce solutions. “Businesses inform and guide the workforce system and access skilled talent as they shape regional workforce investments and build a pipeline of skilled workers. This engagement includes leadership in the workforce system and active participation in the development and provision of education and training, work-based learning, career pathways, and industry sector partnerships.”³

Citation: WIOA Section 3(23)(B)	Comment
Is the RWDB responsible for determining if an industry sector or occupation is “in-demand”?	
How does the RWDB determine whether an occupation or industry sector is “in-demand”?	

³ TEGL 19-14, p. 2

Citation: WIOA Section 101(d)(3)(D) and Section 3(26)	Comment
<p>Does the RWDB convene or act in partnership with a sector or industry partnership (Section 101(d) (3) (D)) that would meet the definition in WIOA Section 3(26), detailed below?</p> <ol style="list-style-type: none"> (1) Organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster? (2) Includes representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable? (3) Includes 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate? (4) Includes 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster? 	
Citation: WIOA Section 107(d)(4)(D)	Comment
<p>If the RWDB has sector/industry partnerships, is the purpose focused on providing “the skilled workforce needed by employers in the region” and expanding “employment and career advancement opportunities for workforce development system participants in ‘in-demand’ industry sectors or occupations?”</p>	
Citation: WIOA Section 108(b)(1)(A) and (B)	Comment
<p>Does the local plan include a description of “existing and emerging in-demand industry sectors and occupation; and the employment needs of employers in those industry sectors and occupations?”</p>	
<p>Does the local plan include “an analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in ‘in-demand’ industry sectors and occupations?”</p>	
<p>If so, how are those needs determined?</p>	
Citation: WIOA Section 108(b)(4)(A)(i)	Comment
<p>Does the local plan include a description of the strategies and services that will be used in the local area to “facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs?”</p>	
Citation: WIOA Section 134(c)(1)(iv & v)	Comment
<p>How has the local area established relationships with small and large employers and their intermediaries in the local area?</p>	
<p>Has the local area developed industry or sector partnerships?</p>	
<p>If so, please describe what partnerships have been made and how they function.</p>	

Implementation Focus 2

Partnership

Implementation Focus 2 addresses design and governance principles that guide and support the alignment of programs to ensure integrated services to participants through unified strategic planning and shared governance. “State and local boards, One-Stop Center operators and partners must increase coordination of programs and resources to support a comprehensive system that seamlessly provides integrated services that are accessible to all jobseekers, workers and businesses.”⁴

Unified strategic planning and partnership will aim to fulfill these, the six goals of the Act:

- ✓ Increased access to and opportunities for employment, education, training and supportive services, especially for those with barriers to employment;
- ✓ Alignment of workforce investment, education and economic development systems to create a comprehensive, accessible and high-quality workforce development system;
- ✓ Improvement in the quality and relevance of the aforementioned systems to provide America’s workers with the skills and credentials necessary to secure employment with family-sustaining wages and provide employers with the skilled workers they need;
- ✓ Increased prosperity of workers and employers, economic growth of communities, regions and states and the overall global competitiveness of the United States; and
- ✓ The provision of workforce investment opportunities that increase employment, retention and earnings of participants, and increase the attainment of recognized, post-secondary credentials for the reduction of welfare dependency and the skilled labor force employers need.⁵

Core Component 2.1: Adult Education and Literacy, Title II	
Summary of Indicators	
Risk	
1.	Implemented
2.	Elements in plan are being completed
3.	Plan of action created
4.	No plan of action
5.	Non-compliant

⁴ Training and Employment Guidance Letter (TEGL) No. 19-14 Vision for the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act p. 3

⁵ Workforce Innovation and Opportunity Act Section 2

	Comment
GOVERNANCE	
What is the role of Title II in the planning and implementation of WIOA?	
To Title II: What do you see as your role in the planning and implementation of WIOA?	
To Title II: How have the Title II and other partners been engaged in the implementation process?	
What processes did your local area use to develop its Local Plan?	
Were the interests of each of the core and required partner effectively represented in the process?	
What challenges did the programs experience in the process and how were they addressed?	
What improvements would you make in future planning efforts?	
Are you working with any other programs that are not a part of the plan?	
If yes, what strategies are you using to compel them to accomplish the goals in the plan?	
What progress have the RWDB made in discussing guidance on the implementation of WIOA's one-stop delivery system requirements, including the funding of infrastructure costs?	
Has Title II been consulted in the development of this guidance?	
What are the key issues that you think adult education programs want to see addressed by this guidance?	
WIOA requires regional boards to lead efforts in the local area to develop and implement career pathways by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment. What support is the adult education program offering Local Boards in this area?	
What role does adult education play in addressing the needs of individuals with barriers to employment?	
SERVICE DELIVERY	
What steps have been taken, or are planned for, to ensure both programmatic and physical accessibility of the one-stop delivery centers for individuals with disabilities?	
The adult education program serves large numbers of out-of-school youth. Are there any efforts underway to better coordinate the delivery of services to out-of-school youth between Titles I and II, such as by co-enrolling youth in programs funded by the two titles?	

Implementation Focus 3

One Stop Operations

Implementation Focus 3 reinforces that, “One-stop centers provide jobseekers, including individuals with barriers to employment, such as individuals with disabilities, with the skills and credentials necessary to secure and advance in employment with family-sustaining wages. Additionally, One-stop centers enable employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce. Further, rigorous evaluations support continuous improvement of One-stop centers by identifying which strategies work better for different populations.”⁶

“The One-stop center network and partner programs are organized to provide high-quality services to individuals and employers. One-stop center operators and partners must increase coordination of programs and resources to support a comprehensive system that seamlessly provides integrated services that are accessible to all jobseekers, workers and businesses.”⁷

Core Component 3.1: One Stop Certification

Summary of Indicators

Risk

- | | |
|----|--------------------------------------|
| 1. | Implemented |
| 2. | Elements in plan are being completed |
| 3. | Plan of action created |
| 4. | No plan of action |
| 5. | Non-compliant |

Citation: WIOA Section 121(g):One-Stop Certification Criteria	Comment
Has the RWDB established required criteria to assess the one-stop center and affiliate sites for compliance with ADA?	
If not, is there a schedule for establishing the required criteria that will allow locals to complete their certification by July 1, 2017?	
If the criteria have been established, do they include/fulfill the following items: (1) standards for access, both physical and programmatic, for individuals with disabilities (2) standards for service coordination for programs administered by one-stop partners (3) consistent with infrastructure cost and cost sharing methodologies (4) factors related to the effectiveness of the system, such as: achievement of local area performance goals, integrated services, and continuous improvement	

⁶ TEGL 19-14, p.2

⁷ TEGL 19-14, p. 3

Citation: WIOA Section 121(g):One-Stop Certification Criteria	Comment
Has the RWDB developed additional certification criteria in order to respond to labor market, economic and demographic conditions in the local area?	

Citation: WIOA Section 121(d)(4) Additional Requirements	Comment
How will the RWDB ensure one-stop operators disclose potential conflicts of interest between their entity and other service providers?	
How will the RWDB ensure one-stop operators do not create disincentives to providing services to individuals with barriers to employment that may require longer-term services?	

Planning Notes:

Core Component 3.2: Service Delivery Design

“The WIOA Adult and Dislocated formula programs, in coordination with the Wagner-Peyser (W-P) Employment Service (ES), are pivotal pieces of the one-stop delivery system, which is the foundation of the workforce system...WIOA provides for a workforce system that is universally accessible, customer centered and training that is job-driven...Training is supported through a robust Eligible Training Provider List (ETPL), comprised of entities with proven capability of securing quality employment outcomes for participants. WIOA also provides enhanced access and flexibility for work-based training options such as Registered Apprenticeship (RA), on-the-job training, customized training and incumbent worker training.”⁸

Citation: WIOA Section 121(e)(1, 2 & 3))	Comment
Does the one-stop delivery system provide: <ul style="list-style-type: none"> (1) Career services (2) Access to training services (3) Access to programs and activities carried out by one-stop partners (4) Access to data/analysis that would aid in job search, placement, recruitment and other labor exchange activities 	

⁸ TEGL 3-15 Guidance on Services Provided through the Adult and Dislocated Worker Program under the WIOA and WP, as amended by WIOA, and Guidance for the Transition of WIOA Services, p. 2

Citation: WIOA Section 121(e)(1, 2 & 3))	Comment
(5) Access to employment and training activities such as those funded through the Governor's Reserve funds (pilots, evaluations etc.), Rapid Response	
Are these services provided in one or more centers within each local area?	
Are there affiliate sites that provide one or more of these services? If so, how many?	
Is there, at a minimum, one comprehensive one-stop in each local area?	
What entity/entities administer/s the affiliate site/s?	

Citation: WIOA Section 121(e)(4)	Comment
Is a common one-stop delivery system identifier used by the partners?	
If so, does the identifier appear on all products, documents, signage and related property and materials?	

Citation: WIOA Section 134(a)(2)(B)	Comment
Has the local area received technical assistance to carry out any of the following activities: (1) coordinate and align data systems (2) regional planning (3) development, convening and implementation of industry or sector partnerships (4) staff training to provide opportunities to individuals with barriers, to develop exemplary program activities and/or in areas that have failed a local performance measure	
Has the local area received technical assistance to carry out monitoring and oversight activities?	
Has the local area received or have access to the state's eligible training providers list, including providers of non-traditional training services and apprenticeship programs?	
Has the local area received TA on the identification of eligible providers of on-the-job, customized and incumbent worker training, internships, paid and unpaid work experience opportunities and transitional jobs?	
Has the local area received TA on effective business services provision including outreach and partnership methodologies?	
Has the local area received TA on effective service delivery strategies?	
Has the local area received TA on physical and program accessibility for individuals with disabilities?	

Planning Notes:

Planning Notes:
Core Component 3.3: Access

Citation: WIOA Section 2(1)	Comment
What actions have the RWDB and the local program has taken to expand accessibility of services to individuals with barriers?	
How have the RWDB and local program collaborated with education partners to increase accessibility to competitive integrated employment for individuals with disabilities?	

Citation: WIOA Section 188(2)	Comment
How will the local area use technology to maximize customer accessibility to services?	
What other accommodations are made for individuals with barriers? (examples: restructuring of the way aid/benefits/training is provided, modified work or training schedules, acquisition of devices, modification of training materials)	

Citation: WIOA Section 181(c) and 29 CFR 38.31 Grievance Procedures	Comment
Have the RWDB and the local program established procedures for grievances or complaints alleging violations of nondiscrimination and equal opportunity provisions (which include a hearing and completion within 60 days of the complaint)?	
How does the local program inform customers about the Civil Right Center's complaint filing process?	

Planning Notes:

Implementation Focus 4

Adult Education and Literacy Programs

Implementation Focus 4 emphasizes WIOA’s use of grant funds made available to the state for Title II, to award multiyear grants on a competitive basis to eligible providers to develop, implement, and improve adult education and literacy activities within the state.

Core Component 4.1: Adult Education, Literacy, Family Literacy and English Language Acquisition

ADULT EDUCATION.—means academic instruction and education services below the postsecondary level that increase an individual’s ability to—

- (a) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- (b) transition to postsecondary education and training; **and**
- (c) obtain employment.

LITERACY.—means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

FAMILY LITERACY ACTIVITIES.—means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:

- (a) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- (b) Interactive literacy activities between parents or family members and their children.

ENGLISH LANGUAGE ACQUISITION —means a program of instruction—

- (a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- (b) **That leads to--**
 - (i)(1) Attainment of a secondary school diploma or its recognized equivalent; and
 - (2) Transition to postsecondary education and training; or
 - (ii) Employment.

Summary of Indicators

Risk	
1.	Implemented
2.	Elements in plan are being completed
3.	Plan of action created
4.	No plan of action
5.	Non-compliant

Citation: WIOA Section 202(3) and 223(a)(C)(i)(ii)	Comment
Does the local program have a service delivery design and/or operational plan for providing adult education services?	
Is the adult education services of sufficient intensity and duration for the identified needs of the local area? How was this determination made?	

Citation: WIOA Section 202(3) and 223(a)(C)(i)(ii)	Comment
Is the quality of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, distance education, and staff training?	
Is the curriculum and instruction aligned to the College and Career Readiness Standards adopted by the state as the content standards for Iowa's adult education and literacy?	
Does the program have a monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities plan? If so, what is the frequency and the method for tracking continuous improvement?	
What strategies are in place to align activities with transition services to post-secondary instruction?	
Does the design have sufficient linkages with other educational institutions for post-secondary education and training related to the needs of the region?	
What strategies are in place to align activities with regional employment opportunities?	

Citation: WIOA Section 223(a)(C)(i) and 223 (2)(C)	Comment
Is the adult education services for literacy addressing the needs of the adult population in the region by providing components of instruction that relate to adults?	
Is the curriculum and instruction aligned to the College and Career Readiness Standards (CCRS) adopted by the state as the content standards for Iowa's adult education and literacy?	
Is the literacy content based on what adults should know and be able to do in the areas of reading and language arts, mathematics relative to functioning on the job and in society?	

Citation: WIOA Section 202(2)(A) and 202 (2)(B)	Comment
Is the local program providing a family literacy activity as determined by the regional need?	
Does the family literacy activities offered by the local program have a process of recruiting and enrolling adults who are parents or family members seeking educational skills necessary to becoming full partners in the educational development of their children?	
Does the local program have established guiding policies and procedures in support of this activity?	
Is the curriculum for family literacy activities aligned with College ad Career Standards (CCRS) and of sufficient rigor to become full partners with their children education and/or to improve the economic opportunities for their families?	

Citation: WIOA Section 202(4)(A)	Comment
Is the local program providing an English Language Acquisition (ELA) activity as determined by the regional need?	

Citation: WIOA Section 202(4)(A)	Comment
Does the ELA activities offered by the local program have a process of recruiting and enrolling adults who are immigrants and other English language learners (ELL)?	
Is the curriculum for ELA of sufficient rigor to address reading, writing, speaking, and comprehension skills in English; and mathematics skills (as aligned to the CCRS)?	
Is the curriculum used for acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship standards based? REFERENCE: USCIS Citizenship Content Standards	
Does the program have a monitoring and evaluation of the quality of, and the improvement in, ELA activities plan? If so, what is the frequency and the method for tracking continuous improvement?	
What strategies are in place to align activities with transition services to acquire a high school equivalency, if appropriate?	
What strategies are in place to align activities with transition services to post-secondary instruction?	
Does the design have sufficient linkages with other educational institutions for post-secondary education and training related to the needs of the region?	
What strategies are in place to align activities with regional employment opportunities?	

Planning Notes:

Core Component 4.2: Integrated Education and Training

INTEGRATED EDUCATION AND TRAINING – means a service approach that provides *adult education and literacy activities* concurrently and contextually with *workforce preparation activities* and *workforce training* for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Citation: WIOA Section 231 (e)(B)(10)	Comment
Is there clearly designed service approach to provide all three required components of Integrated Education and Training (IET) services - Adult education and literacy activities as described in 463.30; Workforce	

Citation: WIOA Section 231 (e)(B)(10)	Comment
preparation activities as described in 463.34; and Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act?	
Are the components of IET offered concurrently and contextually with a single set of objectives? Is there a policy and procedure in place?	
Is the curriculum, lessons and material used of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency?	
Do the three components of IET use occupationally relevant instructional materials, as applicable?	
Is there a regional plan or training strategy/design to support IET services that Title II is a part of? If so, what is the training strategy/design?	
If any of the component are being offered by another provider through contract or agreement, what assurances are in place that the content meets the requirement of rigor, quality and standards? Is there a policy, monitoring or evaluation process in place?	
How much has the local program reserved and/or used for IET workforce training services? <i>(Please note Preamble language: We acknowledge that reserving Title II funds for the provision of adult education and literacy activities, including workforce preparation activities, and utilizing other sources of funding, as appropriate, to provide the workforce training component can extend the availability of much-needed adult education and literacy services.)</i>	
What factors are used to determine eligibility for IET services? Is there a policy in place?	
Is the IET services supported by co-enrolling in other core partner programs and designed for the purpose of assisting such participants in obtaining the skills necessary to retain employment or avert layoffs?	
Has the local program established a non-Federal or cost share portion of the workforce training portion of IET services? Is there a policy in place?	
Is there a local area or regional priority to provide IET services to support in-demand industries and/or career pathways?	

[illegible]

Planning Notes:
Core Component 4.3: Integrated English Literacy and Civics Education Services and Program
<p>INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION services—means</p> <p>(a) Education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States</p> <p>(b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.</p> <p>SEC. 243 INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION program—means funds are used for integrated English literacy and civics education, in combination with integrated education and training activities.</p>

Citation: WIOA Section 231 (e)(B)(13)	Comment
Is the local program providing the Integrated English Literacy and Civics Education (IELCE) services as determined by the regional need?	
Does the IELCE services offered by the local program have a process of recruiting and enrolling adults who are immigrants and other English language learners (ELL)?	
Is the curriculum for IELCE services of sufficient rigor to address reading, writing, speaking, and comprehension skills in English; and acquiring an understanding of the American system of Government?	
Does the IELCE services include workforce training? If so, are the costs for workforce training included in the amount reserved for IET? Is there a non-Federal or cost sharing agreement to provide the workforce training?	
What factors are used to enroll in IELCE services as opposed to ELA? Is there a policy and procedure?	

Citation: WIOA Section 243 (b)(2)(c)(1) and 243 (b)(2)(c)(2)	Comment
Is the local program intending to provide an Integrated English Literacy and Civics Education program as determined by the regional needs?	
Is there evidence of a design system or plan to provide all required components of the IELCE program?	
Will any of the components of the IELCE program be contracted or provided through a shared service agreement?	
What non-Federal funds will be leveraged to support the IELCE program?	
What factors are used to determine eligibility for the IELCE program? Is there a policy in place?	
Is the IELCE program supported by co-enrolling in other core partner programs and designed for the purpose of assisting such participants in	

Planning Notes:
Core Component 4.5: Corrections Education <p>Authorized under Sec. 225 of the Act, programs for corrections education and the education of other institutionalized individuals require each eligible agency to carry out corrections education and education for other institutionalized individuals using funds provided under Sec. 231 of the Act. The funds must be used for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for –</p> <ul style="list-style-type: none"> (1) Adult education and literacy activities; (2) Special education, as determined by the eligible agency; (3) Secondary school credit; (4) Integrated education and training; (5) Career pathways; (6) Concurrent enrollment; (7) Peer tutoring; and (8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

Citation: WIOA Section 122(a)(1)	Comment
Does the local program provide correctional education using Federal funds in their area as determined by need?	
Has the local area ensured policies and procedures are in place (programmatic and fiscal) to adhere to the 20 percent limitation for correctional education?	
Are the instructional services for correctional education aligned with Iowa's adult education and literacy adopted content standards – College and Career Readiness and 21 st Century Skills)?	
If any of the activities for correctional education are being offered by another provider through contract or agreement, what assurances as part of the services provided with Federal funds are in place that the content meets the requirement of rigor, quality and standards? Is there a policy, monitoring or evaluation process in place? (Example: Workforce preparation or workforce training as part of IET).	
How much has the local program reserved and/or used for IET workforce training services? How much has the local program reserved and/or used for transition to re-entry initiatives related to education?	
What factors are used to determine eligibility for IET and Career Pathway services? Is there a policy in place?	
Is the correctional education services supported by co-enrolling in other core partner programs and designed for the purpose of assisting such participants in obtaining the skills necessary to re-enter society and reduce the state's recidivism rate?	

Citation: WIOA Section 122(a)(1)	Comment
Has the local program established a non-Federal or cost share portion for the workforce training portion of IET services or the transition to re-entry initiatives? Is there a policy in place?	
Is there a local area or regional priority to support transition to re-entry services for correctional education?	

[illegible]